

# BYRON COURT PRIMARY SCHOOL

## HUMANITIES POLICY

### 1.0 INTRODUCTION

- 1.1 This policy outlines the purpose, nature and management of the Humanities curriculum taught in Byron Court Primary. The policy reflects the work of the teaching staff and has been compiled by the Human, Social and Environmental Faculty.
- 1.2 The implementation of this policy is the responsibility of the Headteacher, the Faculty Leader and all class teachers.

### 2.0 AIMS

- 2.1 To establish an entitlement for all pupils.
- 2.2 To establish high expectations for teachers of this subject.
- 2.3 To promote continuity and coherence across the school.
- 2.4 To state the school's approach to this subject in order to promote public and particularly parents' and carers' understanding of the curriculum.
- 2.5 To work towards a creative curriculum in Byron Court, which will offer children the opportunity to study their topics, through cross curricular planning and activities.
- 2.6 To create a more personalised curriculum incorporating key life skills that could transfer into lifelong learning skills.
- 2.7 To improve the use of the local area and increasing out of classroom learning experiences.
- 2.8 To increase children's motivation levels through offering an element of choice in their learning-both in content and methods of presentation.

### 3.0 GEOGRAPHY

*3.1 We believe a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through teaching we equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. (National Curriculum 2014).*

3.1 Our aims in teaching geography are that all children will:

- 3.1.1 enjoy studying the world around them;
- 3.1.2 develop their knowledge and understanding of places in local, regional, national, international and global contexts;
- 3.1.3 develop knowledge and understanding of the physical elements of geography, including weather and climate, water forms, land forms, animals and plant life;
- 3.1.4 develop knowledge and understanding of human geography looking at populations, settlements and communications;

# BYRON COURT PRIMARY SCHOOL

## HUMANITIES POLICY

- 3.1.5 understand the world and the part natural resources play, and the possibilities of protecting and managing environments;
- 3.1.6 develop an awareness of the environment and environmental issues within it;
- 3.1.7 to be given the opportunity to stimulate their enquiring minds.
- 3.1.8 develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
- 3.1.9 understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change over time;
- 3.1.10 are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### 4.0 HISTORY

- 4.1 *History adds colour to the curriculum. It tells you about how the princes and the people fit together- or fight. That's life itself. If you miss out on that, you miss out on some of the most exotic, colourful characters you'll have the chance to learn about at school.* (Brian Walden, Author and Television Presenter).
- 4.2 *We believe a high-quality history education will help pupils to gain deep knowledge and understanding of Britain's past and that of the wider world. We aim to inspire pupils' curiosity to know more about the past. Through teaching we equip pupils to ask perceptive questions, to think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their times.* (National Curriculum 2014).
- 4.3 Our aims in teaching history are to:
  - 4.3.1 develop knowledge, skills and understanding laid down in the history programme of study, to the maximum of their potential;
  - 4.3.2 stimulate children's interest in the past;
  - 4.3.3 help children develop enquiry skills;
  - 4.3.4 help children gain an understanding of time and to build a coherent sense of the past;
  - 4.3.5 extend their knowledge and understanding of the history of the local area;

# BYRON COURT PRIMARY SCHOOL

## HUMANITIES POLICY

- 4.3.6 extend their knowledge and understanding of the development of countries and cultures in Britain, Europe and the world, and so develop a sense of identity;
- 4.3.7 help children build up a historical vocabulary to enable them to communicate their understanding;
- 4.3.8 know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- 4.3.9 know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- 4.3.10 gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- 4.3.11 understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses;
- 4.3.12 understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- 4.3.13 gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **5.0 THE ROLE OF THE HEADTEACHER AND THE LEADERSHIP TEAM**

- 5.1 To ensure that resourcing and staff training needs are considered and planned for within the context of whole school development planning.
- 5.2 To maintain an overview and ensure that the policy and guidelines are regularly reviewed.

### **6.0 THE ROLE OF THE HUMAN, SOCIAL AND ENVIRONMENTAL FACULTY**

- 6.1 To advise the Headteacher and Governing Body on the future development of history/geography in Byron Court Primary School;
- 6.2 To plan, write and keep under review the history/geography policy document;
- 6.3 To be responsible for the implementation of the policy documents and to monitor the development of history/geography throughout the school, with particular regard to raising standards further;

# BYRON COURT PRIMARY SCHOOL

## HUMANITIES POLICY

- 6.4 To evaluate continuity, breadth, achievement and progression across the whole school by monitoring teachers' planning and pupils' work to ensure that appropriate learning outcomes and activities are planned;
- 6.5 To act as a consultant by keeping up to date with the latest documents, learning methods and courses available;
- 6.6 Where appropriate, to plan and lead workshops to enable staff to tackle the teaching of history/geography with confidence;
- 6.7 To promote interest and understanding in history/geography with all members of teaching staff, governors and parents;
- 6.8 To be aware of and promote cross curricular links with history/geography and appropriate use of ICT;
- 6.9 To audit, allocate and update resources;
- 6.10 To liaise with the The Art and Design Faculty about the coverage and progression of the cross-curriculum themes;
- 6.11 To encourage and foster equal opportunities for all children in the field of history/geography;

### **5.0 THE ROLE OF THE CLASS TEACHER**

- 5.1 To plan teaching and learning opportunities for children in accordance with the requirements of the National Curriculum, the school's Humanities policy and using cross-curricular themes.
- 5.2 To identify assessment opportunities to ensure that children are making progress in history/geography.
- 5.3 To evaluate history/geography lessons and develop and improve lesson plans where appropriate.
- 5.4 To ensure that children of all abilities gain access to the History/ Geography Curriculum.
- 5.6 To identify and use primary (where possible) and secondary resources in their teaching, including display.
- 5.7 To organise educational visits, visitors into school etc. in order to support and enrich the curriculum.
- 5.8 To make use of ICT in the teaching of the history/geography curriculum.
- 5.9 To use cross-curricular links in the teaching of history/geography.

### **6.0 PLANNING**

- 6.1 Teacher's planning should include:-
  - 6.1.1. Learning objectives from the National Curriculum appropriate to each lesson should be clearly referenced in lesson plans.
  - 6.1.2. 'The Big Picture' – to give a clear idea of what they are aiming for.
  - 6.1.3. 'Connect' – to engage children and promote interest in the subject.

# BYRON COURT PRIMARY SCHOOL

## HUMANITIES POLICY

6.1.4 Teaching and learning activities that are varied, thoughtful and imaginative and that engage children and encourage them to become active and independent learners by reaching all children's learning styles.

6.1.5. Identify 'Learn to Learn' activities to promote enthusiasm and understanding.

6.1.6 Cross-curricular links;

- Assessment opportunities;
- Differentiated learning where appropriate.
- Extension activities for those children whose achievements in history and geography indicate that they are ready to further develop their knowledge, understanding and skills in this subject.
- Challenging and engaging activities that ensure children progress throughout the lesson.
- Inter-plenary and plenary- for children to stop and reflect upon what they have learned, share ideas and work and to clarify any misconceptions.
- Evaluation: all lessons will be evaluated in order to evaluate the impact of the lesson and implications for future teaching.

6.2 Teachers should use the school's planning pro forma for planning topics and lessons to ensure coverage of the above and continuity and progression in the teaching of history and geography throughout the school. Planning additionally should include Key skills covered.

### **7.0 TEACHING AND LEARNING**

7.1 We believe that good teaching in Humanities should reflect the School policy which requires the use of a variety of teaching and learning strategies. This is so important in sustaining children's interest.

7.2 We will include the following in our planning:

7.2.1. Presentations from pupils

7.2.2. Knowledge given by the teacher

7.2.3. Storytelling and workshops

7.2.4. Fieldwork, visits to museums and historic sites:

- individual investigation
- group investigation
- interviewing
- questionnaires
- surveys
- field sketching/recording
- questions and answers
- individual and group work
- investigations and enquiries – resolving a problem set
- use of television, radio, tape, video and film

# BYRON COURT PRIMARY SCHOOL

## HUMANITIES POLICY

- creative activities, e.g. model making and painting
- user of books, booklets, worksheets, leaflets, maps, plans and atlases
- role-play and drama – simulation of situations
- discussion and debate – group, pairs, class
- use of I.C.T.
- games - playing games relating to learning
- devising games relating to learning

### 8.0 THE FOUNDATION STAGE

8.1 The Foundation Stage Curriculum follows seven areas of learning. History and Geography are covered under 'Understanding the World'.

8.2 Reception children learn through experiential play and adult led activities. Such as activities are based on first-hand experience and encourage exploration, observation, problem solving and discussion.

8.3 Aspects of history and geography are covered through integrated topic work. For example, in the topic 'Babies and Ourselves', children will learn about the past and present by comparing themselves as babies, toddlers and children. They will learn about the local environment in discussion and play linked to types of dwellings within their experience.

8.4 At the end of reception, the majority of children will achieve the following relevant 'Early Learning Goals':

- 8.4.1 To find out about the past and present events in their own lives, and in those of their families and other people they know;
- 8.4.2 To know about similarities and difference in relation to places, objects and living things;
- 8.4.3 To talk about the features of their own immediate environment and how environments might vary from one to another.

### 9.0 EQUAL OPPORTUNITIES

9.1 All children cover the content made statutory by the programmes of study within the National Curriculum.

9.2 There is a need to ensure that historical and geographical learning offers equal interests and opportunities to all children.

9.3 Suitable resources, learning environment and support will be available to enable children to access the learning required.

### 10.0 INCLUSION

10.1 At Byron Court Primary we recognise the need to cater for children with special educational needs (SEN), English as an additional language (EAL) and Gifted and Talented (G & T) children in order to enable them to reach their full potential and access to a broad and worthwhile curriculum.

# BYRON COURT PRIMARY SCHOOL

## HUMANITIES POLICY

10.2 In order to achieve this, work will be differentiated in the following ways where appropriate;

- learning outcomes
- resources
- tasks
- dialogue
- support
- pace
- pupil groupings

10.3 For children with special educational needs and English as an additional language, tasks can be broken down into small steps and images, giving children achievable goals. Activities should reinforce children's understanding of the subject.

10.4 The more able should be given open-ended tasks and opportunities for further research and more challenging study in order to develop their knowledge, skills and understanding in the field of Historical and Geographical enquiry.

10.4 Differentiated learning opportunities for children with S.E.N., EAL and extension activities for Gifted and Talented children should be stated in teacher's lesson plans.

10.5 However, children will also have frequent opportunities to work in structured and planned groups of mixed ability in order to develop greater interaction, speaking and listening skills and cooperation between children.

### **11.0 ASSESSMENT**

11.1 Opportunities to monitor children's learning will occur during everyday classroom situations through:

- small group discussions perhaps in the context of practical tasks;
- watching children as they work in history and geography;
- questioning children as they work;
- specific assignments for individual pupils;
- individual discussions in which children are encouraged to appraise their own work and that of others;
- marking children's work.

11.2 Teachers each week will tick the key skills covered for history and geography on the Key Skills sheet.

11.3 Teachers will use the Target Tracker system to record children's achievements twice a year.

### **12.0 REPORTING TO PARENTS**

12.1 Reporting to parents is carried out three times a year through parental consultations and annually through a written report.

# BYRON COURT PRIMARY SCHOOL

## HUMANITIES POLICY

### 13.0 RESOURCES

13.1 Central resources for history and geography are the responsibility of the Human, Social and Environment Faculty and can be found both in the Knowledge Centre and resources room. The library also has a selection of books, videos and DVDs to support the history and geography curriculum.

13.2 Resources available included:

- a resources box to support topics taught;
- sets of atlases;
- globes;
- photocopiable resource books;
- commercial packs;
- pre-recorded video tapes and DVDs (some of these are in the library);
- artefacts;

### 14.0 HEALTH AND SAFETY

14.1 Risk Assessments forms should be filled in prior to all field trips and visits.

14.2 Any fieldwork outside the school grounds should confirm to the school's required adult/pupil ratio.

### 15. MONITORING AND EVALUATION

15.1 The Human, Social and Environmental Faculty will monitor history and geography throughout the school.

This will be achieved through:

- looking at children's' work
- ensuring teacher's knowledge is up to date through INSET and informal advice;
- ensuring coverage of the Key Skills
- updating materials and resources.

15.2 To monitor implementation of the Humanities, Social and Environmental Action Plan, which forms the School Development Plan and to report progress to the Governing Body.

### 16.0 REVIEW

16.1 Date of policy – February 2016

16.2 Date of review – February 2019